

The Single Plan for Student Achievement

School: Wildwood Elementary School
CDS Code: 56 73759 6084933
District: Conejo Valley Unified School District
Principal: Donna Vollmer
Revision Date: 10/20/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis.....	4
Surveys.....	4
Classroom Observations	4
Analysis of Current Instructional Program.....	5
Description of Barriers and Related School Goals	7
School and Student Performance Data.....	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results	12
CELDT (All Assessment) Results	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	16
School Goal #3	18
Centralized Services for Planned Improvements in Student Performance	20
Centralized Service Goal #1	20
Summary of Expenditures in this Plan	21
Total Allocations and Expenditures by Funding Source.....	21
Total Expenditures by Object Type	22
Total Expenditures by Object Type and Funding Source	23
Total Expenditures by Goal.....	24
School Site Council Membership	25
Recommendations and Assurances	26

School Vision and Mission

Wildwood Elementary School's Vision and Mission Statements

Wildwood Elementary School reflects the District's mission by encouraging students to become independent learners who will develop leadership skills.

School Profile

Wildwood Elementary School is a community-oriented school located in northern Thousand Oaks. Learning at Wildwood is a team effort between students, staff, and home.

Our accomplished faculty has a united focus in providing challenging and meaningful standards-based experiences for our students. We view every child as an individual with unique qualities and needs. These individual differences are valued and nurtured through thoughtful and progressive teaching. We celebrate that children learn in a variety of ways and recognize the importance of presenting curriculum in multiple modalities. Special scheduling provides our teachers with grade level planning time to assist them in planning instruction appropriate to the level of each child.

Our school has a high academic focus which is enhanced by state of the art technology in every classroom. Our curriculum provides thematic, meaning-centered, integrated, hands-on experiences for all children in all areas. Children grow socially and emotionally through our emphasis on social responsibility and citizenship. We are proud that our students are inspired to become able, confident life-long learners who contribute to our society.

It is our goal to develop proficient readers and writers who value language as a tool to express thoughts, beliefs, and ideas. Learning mathematical skills and engaging in creative problem solving will prepare students for the everyday world. Knowledge and learning are valued as students develop pride of workmanship and respect for others. The school-wide goals are developed by the teachers, parents and principal following the State and District Standards. The staff believes in high standards creating a culture where high expectations equals high results. Students not making expected progress are assisted by a strong intervention program. In addition to an effective academic program, Wildwood helps its students grow socially and emotionally through our emphasis on social responsibility and citizenship. Our students and staff are committed to following the ROAR Guidelines: Tigers succeed when we...

Respect ourselves and others.
Offer kindness and encouragement.
Always do our best.
Ready to learn!

Our Character Education Program and monthly awards assemblies recognize positive behavior and academic accomplishment. The Wildwood spirit and sense of community are clearly shown through our Student Council, parent facilitated Art Master's program, after school activities, Jog-a-Thon, family movie nights, and other enrichment activities. Wildwood is devoted to exceptional teaching and community involvement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

District conducted LCAP Survey via district and school websites. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and were concerned with the quantity of homework assigned. Almost half of the students surveyed reported having been teased at school, only about half of those students reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and they received help from adults when needed.

The school conducted a survey through school site council which was distributed by survey monkey. The school received 210 responses which is 65% of the parent population. Parents feel the school office staff and administration is willing to meet the needs of families and students. They feel their child is in a safe environment and free from bullying at an 83% agreement rate. 97% feel their child is comfortable approaching an adult on campus. The overall safety rating of the school is good with some concerns on the training of campus supervisors. Another strong area for Wildwood is in the area of academics. Parents agree that their child is making good progress in reading and math in addition to being challenged in all content areas. Parents are satisfied with the intervention programs available for their child if needed. The overall response from parents is satisfactory with many opportunities for parent involvement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-through. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2016. Students in grade 5 took the CST or CMA in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS a student data management system that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All district teachers attend one day of focused professional development sponsored by the school district. All credentialed teachers also attend six hours of site-based or principal approved staff development and six hours of teacher selected professional development in alignment with site/district LCAP goals.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment. Teacher leaders at the site will provide professional development based on the needs and wants of the teaching staff as reflected in teacher surveys.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Schools have access to two district -based TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity to adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: leads district and site teacher trainings on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. The Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments. Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) advisor who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Special scheduling provides our teachers with grade level planning time to assist them in planning instruction appropriate to the level of each child. Banked time minimum days are weekly.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and Math materials.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Wildwood follows a Multi-Tiered System of Support or MTSS to identify and provide students with necessary interventions to help them meet grade level benchmarks. All teachers provide support for various learners with good first instruction meeting the core curriculum standards and differentiated instruction within the general education classroom. When students are at risk of not meeting standards teachers initiate a parent - teacher conference to identify possible classroom interventions. Teachers implement the universal accommodations in the classrooms for 6-8 weeks and then check progress towards standards. Students may need additional supports and can be referred to small group intervention during Target Time for 6-8 weeks. The intervention is provided three days a week for 30-45 minutes. Students are then reassessed to evaluate progress. Students who continue to struggle with meeting standards after months of intervention may be referred to the Student Study Team with the School Psychologist, Learning Center Teacher, Speech Pathologist, Administration and Teachers to provide additional recommendations or referral.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms. English Learners receive instruction in content areas using standards-based instructional materials including the ELD standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under performing students to access the general curriculum. Intervention specialists are on site threedays/week to support students in grade K-5

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site receives intervention funding to support the purchase of supplemental curriculum, intervention specialist during school and after school intervention.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Wildwood elects parents, community representatives, classroom teachers, administrators and other school personnel to serve on School Site Council, PTA and ELAC. These organizations hold public meetings once a month to identify the goals, monitor progress and vote on the development of important school improvements or plans. Agendas and minutes of these meetings can be found on the Wildwood website.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

Description of Barriers and Related School Goals

Providing more intensive tier three interventions during the school day that allows students to get support without missing any core curriculum instruction. In addition, having adequate tier three intervention resources, enough support staff; intervention specialist, ELD facilitator and counselor available to provided the necessary interventions for student success.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	70	65	84	68	62	81	68	62	81	97.1	95.4	96.4
Grade 4	70	71	67	69	67	64	68	67	64	98.6	94.4	95.5
Grade 5	79	70	73	79	66	70	79	66	70	100.0	94.3	95.9
All Grades	219	206	224	216	195	215	215	195	215	98.6	94.7	96

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2478.3	2484.3	2485.3	43	50	54.32	28	23	22.22	22	24	11.11	7	3	12.35
Grade 4	2514.9	2537.2	2507.2	36	52	42.19	36	30	29.69	19	10	17.19	7	7	10.94
Grade 5	2548.6	2579.6	2536.0	33	52	27.14	39	35	42.86	18	14	18.57	10	0	11.43
All Grades	N/A	N/A	N/A	37	51	41.86	35	29	31.16	19	16	15.35	8	4	11.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40	40	48.15	49	50	33.33	12	10	18.52
Grade 4	49	51	42.19	44	40	45.31	7	9	12.50
Grade 5	41	52	30.00	39	47	52.86	19	2	17.14
All Grades	43	48	40.47	44	46	43.26	13	7	16.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	44	46.91	51	47	43.21	12	10	9.88
Grade 4	37	46	43.75	56	46	46.88	6	7	9.38
Grade 5	46	62	42.86	42	29	50.00	11	9	7.14
All Grades	40	51	44.65	49	41	46.51	10	9	8.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	26	43.21	68	68	49.38	1	6	7.41
Grade 4	32	37	26.56	65	58	62.50	3	4	10.94
Grade 5	29	39	24.29	63	55	65.71	8	6	10.00
All Grades	31	34	32.09	65	60	58.60	4	6	9.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	52	51.85	51	44	37.04	6	5	11.11
Grade 4	34	49	31.25	57	43	56.25	9	7	12.50
Grade 5	37	59	38.57	56	41	44.29	8	0	17.14
All Grades	38	53	41.40	55	43	45.12	7	4	13.49

Conclusions based on this data:

1. Proficiency in ELA has remained consistent though there was a drop in students above standard in 4th and 5th grade.
2. 80-90%% of students in grades 3-5 are above or at standards in reading, writing, listening and research/inquiry
3. A slight increase of students in 3rd-5th grade for standards not met in the area of ELA, these students may be targeted and given the focused instruction needed to improve on reading, writing, listening and inquiry during Intervention as needed.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	70	65	84	68	62	80	68	62	80	97.1	95.4	95.2
Grade 4	70	71	67	69	67	65	69	67	65	98.6	94.4	97
Grade 5	79	70	73	79	66	70	79	66	70	100.0	94.3	95.9
All Grades	219	206	224	216	195	215	216	195	215	98.6	94.7	96

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2472.8	2473.7	2486.2	37	32	56.25	35	47	21.25	22	18	13.75	6	3	8.75
Grade 4	2528.4	2518.7	2496.0	33	37	18.46	43	37	43.08	14	16	29.23	9	9	9.23
Grade 5	2545.3	2571.2	2534.9	39	45	34.29	22	27	22.86	24	20	24.29	15	8	18.57
All Grades	N/A	N/A	N/A	37	38	37.67	33	37	28.37	20	18	21.86	10	7	12.09

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	54	53	61.25	35	39	27.50	10	8	11.25
Grade 4	58	52	41.54	32	33	29.23	10	15	29.23
Grade 5	49	58	41.43	30	26	31.43	20	17	27.14
All Grades	54	54	48.84	32	32	29.30	14	13	21.86

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	45	57.50	37	47	32.50	12	8	10.00
Grade 4	39	36	24.62	51	46	61.54	10	18	13.85
Grade 5	41	47	28.57	38	48	45.71	22	5	25.71
All Grades	44	43	38.14	42	47	45.58	15	10	16.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	31	57.50	51	65	31.25	7	5	11.25
Grade 4	45	39	33.85	45	46	49.23	10	15	16.92
Grade 5	30	39	28.57	53	48	51.43	16	12	20.00
All Grades	38	36	40.93	50	53	43.26	12	11	15.81

Conclusions based on this data:

1. Continued relative weakness in the area of Concepts and Procedures
2. Grade 5 decreased in all sub categories and those cohort of students performed lower in 4th grade as well.
3. On average 65% of students in grades 3-5 are meeting or exceeding standards in Math, which was 10% lower than last year

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	***			***							
1	15		30	69	67	50	8	33	10	8		10			
2		25	27	42	58	36	50	17	36				8		
3	33	17	29	17	50	57	50	25	14		8				
4		***	17		***	50		***	33						
5				***		***									
Total	12	16	26	53	55	49	29	26	23	3	3	3	3		

Conclusions based on this data:

1. By 4th and 5th grade EL students acquired enough English development through direct and to receive their instruction in mainstream classes
2. On average 74% of 1st-3rd grade students score early advanced to advanced. The remaining 13 EL students continuing to need supplemental instruction for English Development

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	9		14	9	44	43	45	33		18	11	29	18	11	14
1	15		33	69	60	42	8	30	8	8	10	8			8
2		25	27	42	58	36	50	17	36				8		
3	33	17	29	17	50	57	50	25	14		8				
4		***	14		***	43		***	29				***		14
5				***		***									
Total	11	13	24	40	52	44	33	26	18	7	7	7	9	2	7

Conclusions based on this data:

1. By 4th and 5th grade EL students have acquired enough English development to receive their instruction in mainstream classes
2. 57% of students taking the initial CELDT perform Advance or Early Advance

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Long Term Goal: Improve Learning for All Students
SCHOOL GOAL #1:
Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include technology integration. Students will show proficient English Language Arts abilities with 83% or more of all students meeting benchmarks as measured by student performance on site, district and state assessments.
Data Used to Form this Goal:
SRI/Lexile Scores District ELA Benchmark Assessments 16-17 Report Card Data 16-17 CAASPP Results Spring 2017
Findings from the Analysis of this Data:
School wide achievements in English Language Arts have stayed steady over the past 3 years. All grades K-5 reached benchmarks at 80%. CAASPP results from 2017 showed a slight decrease in student performance at the above and meeting standards level than in the previous years, which will be evaluated by teachers and site leaders.
How the School will Evaluate the Progress of this Goal:
SRI/Lexile Scores District ELA Benchmark Assessments 17-18 Report Card Data 17-18 CAASPP Results 2018

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and professional development with the Common Core Standards and Technology Integration	By June 2017	District Office Principal Teacher Leaders	Provide teachers with onsite training and support.	1000-1999: Certificated Personnel Salaries	OCBG	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Send teacher to professional development trainings	1000-1999: Certificated Personnel Salaries	OCBG	1000
Supplemental instructional tools to enhance, monitor and improve ELA results of students	By June 2016	Principal Teacher Leaders ELD Facilitator	Continue with universal screening tool for students referred to intervention. Provide teacher release time to conduct baseline assessments.	1000-1999: Certificated Personnel Salaries	OTRM	1000
			Online ELA programs to provide practice and monitor student ELA performance	4000-4999: Books And Supplies	OCBG	8000
			Hire ELD specialist to provide, assesments, practice and monitor student ELA peformance	1000-1999: Certificated Personnel Salaries	EIA Funds	2500
			Hire Reading specialist to provide assessments, practice and monitor ELA performance	1000-1999: Certificated Personnel Salaries	003R	5000
			Additional reading specialist time to provide ELA intervention support after school	1000-1999: Certificated Personnel Salaries	OTRM	2400
			Additional supplemental supplies, copying cost and curriculum	5000-5999: Services And Other Operating Expenditures	OCBG	500
			Teacher release time to administer ADEPT testing two times a year for all students in ELD	1000-1999: Certificated Personnel Salaries	EIA Funds	300
			Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings	By June 2016	Principal	Provide teacher release days to review teaching practices

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Long Term Goal: Improve Learning for all Students
SCHOOL GOAL #2:
Wildwood will optimize learning for all students using CA state standards and strong instructional strategies that include technology integration. Students will show proficient Math abilities with 83% or more of all students meeting benchmarks as measured by student performance on site, district and state assessments.
Data Used to Form this Goal:
District Math Benchmark Assessments 16-17 Report Card Results 16-17 CAASPP 2017
Findings from the Analysis of this Data:
School wide achievement in Math has slightly decreased. Last year all grades K-5 reached benchmarks goals at 84%. CAASPP results from 2017 showed the best performance in 3rd grade with 77% of students meeting or exceeding standards.
How the School will Evaluate the Progress of this Goal:
District Math Benchmark Assessments 17-18 Report Card Results 17-18 CAASPP 2018

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and professional development with the Go Math adoption curriculum .	By June 2017	District Office	Provide teachers with onsite training and support.	1000-1999: Certificated Personnel Salaries	OCBG	1000
		Teacher Leaders	Send a team of teacher leaders to Q conference for Common Core Math strategies	5000-5999: Services And Other Operating Expenditures	OCBG	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teacher sub coverage for when teachers attend conferences	1000-1999: Certificated Personnel Salaries	OCBG	500
			Teachers provide parent education on common core math standards and online support tools	1000-1999: Certificated Personnel Salaries	OTRM	1000
Supplemental instructional tools to enhance, monitor and improve Math results of students	By June 2017	Principal	Continue with universal screening tool for students referred to intervention. Teacher release time asses, track and monitor data to insure success.	1000-1999: Certificated Personnel Salaries	OTRM	3000
		Teacher Leaders				
		Teachers				
			Additional supplemental supplies , copying cost and curriculum	4000-4999: Books And Supplies	OCBG	2167
			Hire math intervention teacher to instruct and monitor math performance of targeted students	1000-1999: Certificated Personnel Salaries	OTRM	2100
Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings	By June 2017	Principal	Monitor trimester reports to identify students at risk and rate at which students are meeting benchmarks. Use of online software and supplemental math curriculum to meet common core standards.	4000-4999: Books And Supplies	OCBG	1500
		Teachers				
			Provide teacher release days to review effective strategies	1000-1999: Certificated Personnel Salaries	OCBG	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Core Curriculum
LEA/LCAP GOAL:
Long Term Goal: Maximize student potential through effective intervention
SCHOOL GOAL #3:
Wildwood will maximize student potential through effective intervention for students below grade level or ELD performance and provide opportunities for academic enrichment as measured by 75% of targeted students showing growth on site and district assessments.
Data Used to Form this Goal:
Report Card Data 16-17 Site Post Assessments
Findings from the Analysis of this Data:
Approximately 50 students received target intervention in Math and ELA during the 16-17 school year. Of all those students 72% of them improved their academic progress by meeting benchmarks on Trimester 3 report cards.
How the School will Evaluate the Progress of this Goal:
SIPPS Data District Reading Passages Carousel Assessments Lexile Scores Treasures Intervention Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional tools to enhance, monitor and improve academic results of students		Principal Teachers Specialist	Hire curriculum specialist to provide academic support, enrichment opportunities and monitor academic performance	1000-1999: Certificated Personnel Salaries	OTRM	3500
			Supplemental supplies and curriculum for enrichment and STEM instruction	5000-5999: Services And Other Operating Expenditures	TPGR	2250
Ongoing District and Site Provided Professional Development	June 2016	District Principal Teacher Leaders	In staff meeting (or grade level PLCs) teachers will discuss strategies learned and how to implement them using the new adoption materials.	None Specified	None Specified	0
Design and enhance computer labs and library	June 2016	District Principal Teacher Leaders	Instructional technology supplies to meet technology standards and provide enrichment opportunities to all classrooms	4000-4999: Books And Supplies	OPGR	3328

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA
SCHOOL GOAL #1:
Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include technology integration. Students will show proficient English Language Arts abilities with 83% or more of all students meeting benchmarks as measured by student performance on site, district and state assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/27/2016 to 6/13/2017		Salary and Benefits		0860	2554.08
Support Staff			Salary and Benefits		0860	17924.80
Professional Development			Costs for speakers, supplies, teacher release, etc.		0860	567.12

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OCBG	24,167.00	0.00
003R	5,000.00	0.00
TPGR	2,250.00	0.00
OTRM	13,000.00	0.00
EIA Funds	2,800.00	0.00
OPGR	3,328.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	5,000.00
OPGR	3,328.00
OTRM	13,000.00
EIA Funds	2,800.00
None Specified	0.00
OCBG	24,167.00
TPGR	2,250.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	27,800.00
4000-4999: Books And Supplies	14,995.00
5000-5999: Services And Other Operating Expenditures	7,750.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	003R	5,000.00
4000-4999: Books And Supplies	OPGR	3,328.00
1000-1999: Certificated Personnel Salaries	OTRM	13,000.00
1000-1999: Certificated Personnel Salaries	EIA Funds	2,800.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	7,000.00
4000-4999: Books And Supplies	OCBG	11,667.00
5000-5999: Services And Other Operating	OCBG	5,500.00
5000-5999: Services And Other Operating	TPGR	2,250.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,200.00
Goal 2	17,267.00
Goal 3	9,078.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Donna Vollmer	X				
Diana Noad			X		
Hilary Calce		X			
Joelle Soliz		X			
Kim Callhan		X			
Michelle Anderson				X	
Kayce Daniels				X	
Patrick Barwick				X	
Carrie Holmquist				X	
Nicole Judd				X	
Numbers of members of each	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10 /17/17.

Attested:

Donna Vollmer

Typed Name of School Principal

Signature of School Principal

Date

Hilary Calce

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date